**“Access to information on climate change and human rights”**

Submission on behalf of [Child Rights International Network (CRIN)](https://home.crin.org/)

7 June 2024

**About CRIN**

1. CRIN is a creative human rights organisation focused on children's rights. We press for rights – not charity – and campaign for a genuine shift in how governments and societies view and treat under-18s.
2. This submission draws on CRIN’s research on (a) children’s rights and hazardous substances at the [UN](https://home.crin.org/issues/toxics) and the [European Union](https://home.crin.org/eu-toxics), and (b) [children’s access to environmental justice](https://home.crin.org/access-to-environmental-justice) which examines whether children’s right to access information is protected and enforced in 46 countries.
3. This submission focuses on children’s rights within the context of the Special Rapporteur’s forthcoming report.

**Introduction**

1. Children are particularly vulnerable to the effects of environmental harm, including climate change. This is because exposure occurs during sensitive periods of development, namely foetal development, infancy, childhood and adolescence. Their young age also means they will have to live with the consequences for longer. There is a need to ensure that States prevent actions that cause environmental damage on the basis that this damage interferes with the human rights of people within their jurisdiction, particularly children. States also need to fulfil their children’s rights obligations, including the right to information about climate change and pollutants in the environment that may be harmful to their health.
2. The following provides an overview of children’s right to access age-appropriate information on climate change and polluting toxics which takes into account child-specific factors, with an emphasis on the responsibilities of States.

**Q1: Collecting information to prevent negative impacts on human rights arising from climate change**

1. Children need age-appropriate information to develop their own perspectives and enable them to make informed decisions.[[1]](#footnote-1) As stressed by the Human Rights Council’s resolution 45/30, States should ensure “the availability and accessibility of adequate and age- and disability-responsive information on the effects of environmental harm, including pollution, hazardous substances and wastes, the loss of biodiversity and climate change”.[[2]](#footnote-2) Access to information is key to ensure the rights to participation, access to justice and effective remedy. Children are right holders fully entitled to these rights according to several international and regional frameworks.
2. The United Convention on the Rights of the Child (UNCRC) enshrines the right to access to information from a diversity of sources, referring in particular to information that may be beneficial to the child’s well-being and their physical and mental health.[[3]](#footnote-3)
3. The UN Committee on the Rights of the Child (“the Committee”) has further recognised the importance of accessible information for children to enable them to “comprehend the potential effects of environmental harm on children’s rights” and as a prerequisite for realising the rights of children, such as to express their views, be heard, access justice and to effective remedy regarding environmental matters.[[4]](#footnote-4)
4. Children are often unaware of their rights and the existence of services, so they do not know where to seek advice and assistance or even that their rights, including those in relation to the environment, have been violated in the first place.[[5]](#footnote-5) Furthermore, in many countries children often do not have legal status to act without their parents or legal representatives (e.g., Australia[[6]](#footnote-6), Brazil[[7]](#footnote-7), Côte d’Ivoire[[8]](#footnote-8), France[[9]](#footnote-9), Morocco[[10]](#footnote-10), Senegal[[11]](#footnote-11), Switzerland[[12]](#footnote-12), Thailand[[13]](#footnote-13), Uruguay[[14]](#footnote-14)). For these reasons, children’s access to justice with relation to climate change and the environment often depends on adult support in the form of representatives. However, even they may not be aware of children’s rights or how best to support them.[[15]](#footnote-15)
5. The Committee stressed in 2023 that “[c]hildren have the right to access to accurate and reliable environmental information, including about the causes, effects and actual and potential sources of climate and environmental harm, adaptive responses, relevant climate and environmental legislation, regulations, findings from climate and environmental impact assessments, policies and plans and sustainable lifestyle choices. Such information empowers children to learn what they can do in their immediate environment related to waste management, recycling and consumption behaviours”.[[16]](#footnote-16)
6. States have a responsibility in providing education for children, considering that “for free, active, meaningful and effective participation, children should be provided with environmental and human rights education, age-appropriate and accessible information, adequate time and resources and a supportive and enabling environment. They should receive information about the outcomes of environment-related consultations and feedback on how their views were taken into account and have access to child-sensitive complaint procedures and remedies when their right to be heard in the environmental context is disregarded.”[[17]](#footnote-17) Environmental education that starts in schools is important for children to properly understand what climate change and pollution are.[[18]](#footnote-18)
7. As the largest industrial energy consumer and the third-largest industry subsector in terms of direct CO2 emissions, the chemical industry is one of the biggest emitters of greenhouse gas emissions worldwide.[[19]](#footnote-19) It contributes substantially to climate change, along with air and water pollution.[[20]](#footnote-20) Chemical industry’s emissions should be better documented, reported and collected to fully comprehend and address all sources of greenhouse gas emissions.
8. To fully uphold children’s rights, States and companies must ensure that clear and transparent information is available regarding pollution and climate change, which particularly impacts children. [[21]](#footnote-21)
9. Parents or guardians must also be able to access fully transparent information on which polluting and hazardous substances are coming into contact with their children and what their effects are in order to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance to children, which “should aim at the harmonious development of children to their fullest potential and should enable them to gradually exercise their rights”.[[22]](#footnote-22)

**Q2: Existing approaches to collect, share and monitor information on climate change and human rights**

1. State approaches to the right to information vary. In many cases, there are no specific provisions on children's right to access information (e.g. Canada, Thailand, Australia, India).[[23]](#footnote-23) Even when this right is recognised in legal provisions, some limitations may apply for children (e.g., Japan[[24]](#footnote-24), South Africa[[25]](#footnote-25), Senegal[[26]](#footnote-26), Tanzania[[27]](#footnote-27), Uganda[[28]](#footnote-28)). Some children also experience lack of connectivity (e.g., Mexico[[29]](#footnote-29)), poverty (e.g., Egypt[[30]](#footnote-30)) and lack of access to education which all prevent proper access to information.
2. Environmental education is key for the free, active, meaningful and effective participation of children. Environmental education is addressed in national legislation in a number of States (e.g., Argentina,[[31]](#footnote-31) Brazil,[[32]](#footnote-32) Egypt,[[33]](#footnote-33) France,[[34]](#footnote-34) Morocco,[[35]](#footnote-35) Philippines,[[36]](#footnote-36) Senegal,[[37]](#footnote-37) Uganda,[[38]](#footnote-38) Uruguay[[39]](#footnote-39)), while other States incorporate environmental education through their national policies and school curricula (e.g., Argentina[[40]](#footnote-40), Australia[[41]](#footnote-41), Canada[[42]](#footnote-42), Côte d’Ivoire[[43]](#footnote-43), Brazil[[44]](#footnote-44), Mexico[[45]](#footnote-45), Morocco[[46]](#footnote-46), Sweden[[47]](#footnote-47), Finland[[48]](#footnote-48), Belgium[[49]](#footnote-49), New Zealand[[50]](#footnote-50), Norway[[51]](#footnote-51), Philippines[[52]](#footnote-52), South Africa[[53]](#footnote-53), Senegal[[54]](#footnote-54), Uganda[[55]](#footnote-55)). In some instances, environmental education is integrated into other subjects and standalone environmental education lessons are not provided (e.g., France[[56]](#footnote-56), Belgium[[57]](#footnote-57), Tanzania[[58]](#footnote-58), Thailand[[59]](#footnote-59)).[[60]](#footnote-60)
3. If appropriately elaborated and curated in line with and respect of children’s rights, Pollution Information Portals can constitute powerful tools to provide information. While some States have Pollutant Release and Transfer Registers (PRTRs) in place (e.g., Australia[[61]](#footnote-61), Belgium[[62]](#footnote-62), Canada[[63]](#footnote-63), Germany[[64]](#footnote-64), Mexico[[65]](#footnote-65), Norway[[66]](#footnote-66), Senegal[[67]](#footnote-67), Spain[[68]](#footnote-68), Sweden[[69]](#footnote-69), Switzerland[[70]](#footnote-70), Uruguay[[71]](#footnote-71), United Kingdom[[72]](#footnote-72), United States[[73]](#footnote-73)), there is still a number that do not (e.g., Argentina[[74]](#footnote-74), Brazil[[75]](#footnote-75), El Salvador[[76]](#footnote-76), Fiji[[77]](#footnote-77), Morocco[[78]](#footnote-78), New Zealand[[79]](#footnote-79), Philippines[[80]](#footnote-80), South Africa[[81]](#footnote-81), Tanzania[[82]](#footnote-82), Thailand[[83]](#footnote-83), Uganda[[84]](#footnote-84)).
4. Although there is a crucial need for child-sensitive data, very few examples could be found of PRTRs that take into account child-specific factors in terms of which data is gathered and the type of data generated (e.g., Australia[[85]](#footnote-85), United States[[86]](#footnote-86)). States should account for child-specific factors in terms of data gathered and the type of data generated in Pollution Information Portals.

**Q3: Barriers to obtaining access to information**

1. Children face specific barriers to accessing information, such as lack of adequate and age- and disability-responsive information on the effects of environmental harm and climate change. In some states, child-specific limitations on access to information apply and, even when the information is available, lack of connectivity, poverty and lack of access to education prevents proper access to information.[[87]](#footnote-87)
2. Confidentiality rules are often disproportionately brought up by businesses to shield themselves from providing essential environmental and health information, which the public and stakeholders such as NGOs should have access to. At the EU level, the EU Directive 2003/4/EC on public access to environmental information states that commercial and industrial confidentiality may not be invoked to preclude the disclosure of information on emissions into the environment. In two non-binding opinions released in 2016, the Court of Justice of the European Union (CJUE)’s Advocate General considered that “unless a specific regime for retaining confidentiality applies, information on the environmental impact of emissions from products is likely to be disclosed by public authorities holding that information upon request, notwithstanding that it might be commercially sensitive. This is true even if the information might enable competitors to retro-engineer your product composition and your manufacturing processes”.[[88]](#footnote-88) The Court held that exceptions to access to environmental information must be limited and that information linked to commercial or industrial interests may have to be disclosed if it is deemed to relate to "emissions into the environment".[[89]](#footnote-89)

**Q4: International cooperation**

1. There are good examples of international and regional agreements supporting public access to information on climate change and human rights, including for children.
2. In the context of the United Nations Economic Commission for Europe Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention), the relevance of these rights and the specific needs of children, youth and other groups in vulnerable situations were highlighted during the eighth meeting of the Task Force on Access to Information.[[90]](#footnote-90) The Task Force encouraged Parties to develop a child-friendly version of the Aarhus Convention and to ensure that access to environmental information, including health-related information on pollution, was guaranteed in child-friendly formats.
3. In Latin America and the Caribbean, the Escazú Agreement is also well suited to strengthen children’s access to information, participation and justice in environmental matters.[[91]](#footnote-91) Developed by civil society organisations, the child-friendly version of the Escazú Agreement is a good example of international cooperation supporting children’s access to information on climate change and human rights.[[92]](#footnote-92)
4. Action for Climate Empowerment (ACE) is the term adopted by parties to the UN Framework Convention on Climate Change (UNFCCC) to refer to efforts related to the implementation of Article 6 of the UNFCCC and Article 12 of the Paris Agreement. It plays a key role in educating, equipping and empowering all citizens, including children, to understand and take an active role in finding solutions to the challenges caused by climate change.[[93]](#footnote-93)
5. The Glasgow Work Programme (GWP) on ACE adopted at COP 26 and itsACE Action Plan, adopted at COP 27, emphasise the need for parties to “improve public access to information on climate change at the national and local level using a range of methods and tools, taking into account the different ways particular communities, groups and individuals, including women and children and youth, may be impacted by climate change”.[[94]](#footnote-94)
6. However, the implementation of the ACE Action Plan faces several challenges. For instance, it does not take into account the specific vulnerabilities of populations, including environmental defenders, Indigenous people, children and youth who can encounter barriers such as safety issues and language barriers, which means that they often cannot have meaningful access to information and therefore are less able to influence decision-making processes. The current ACE framework lacks a mechanism to ensure the widespread dissemination of accurate and child-friendly climate-related information, as well as a mechanism against misinformation or disinformation.
7. Addressing these gaps and implementing policies that prioritise access to such information for the younger generation is crucial to realise children’s right to access information on climate change and human rights.

**Q5: Business obligations and communicating information on risks**

1. States must work with companies who should have a duty to provide transparent, clear and complete information. However, companies are often reluctant to provide information on the pollution they emit and the hazards the polluting substances represent. Businesses can hide this to preserve their public image and/or avoid financial consequences, including mitigation measures and remedies for victims. Investigations for instance revealed that some fossil fuel multinationals have been gatekeeping information and hiding their knowledge on climate change for decades, downplaying the risks entailed by their fossil fuels activities.[[95]](#footnote-95) Recent investigations revealed that one of the largest PFAS manufacturers decided to hide the human health risks of PFAS in the 90s.[[96]](#footnote-96) Moreover, cases of PFAS pollution, which drastically contributes to greenhouse gas emissions and accelerates the climate crisis, have been unfolding in Europe.[[97]](#footnote-97) However, this information was not disclosed to the authorities by the concerned polluting companies but by investigative journalists.
2. Businesses should be submitted to the strongest incentives possible, via mandatory measures, to provide all data regarding pollution stemming from their activities, including on the contributions and impacts of those activities on climate change and human rights. States must not bear the cost of collecting data on pollution alone - polluters must contribute significantly, in line with the Polluter Pays Principle.
3. For instance, at the regional level, the EU made some progress toward stricter data reporting obligations for companies, as the EU updated rules on corporate sustainability reporting.[[98]](#footnote-98) To comply with the new reporting requirements, the companies concerned will have to report on environmental matters and human rights, providing detailed information on the impacts their businesses have on society.[[99]](#footnote-99) Sustainability reporting standards must specify the information that undertakings are to disclose about several environmental factors (including climate change adaptation, pollution, climate change mitigation and greenhouse gas emissions) and the information that companies should disclose with regard to the human rights, fundamental freedoms, democratic principles and standards established in the International Bill of Human Rights and other core UN human rights conventions, including the UNCRC. This new directive will be a major step towards further transparency, better access to information and accountability of companies for the impacts of their activities on human rights, climate change and the environment and can benefit the public, including children, as the information “should be made accessible free of charge to the public”.[[100]](#footnote-100)
4. Furthermore, access to information across businesses’ value chains, which contribute to climate change throughout their entire lifecycle, can ultimately enhance publicly accessible information. The more companies are aware of the substances and processes used across their entire value chain, the better they will be able to communicate the information to authorities and the public, including children. This practice should be strengthened worldwide. Expert NGOs have relevantly outlined the benefits stemming from it.[[101]](#footnote-101)

**Q6: Impacts on human rights of inadequate access to information from public authorities and businesses**

1. The right to access information is key in ensuring children’s rights to participation, access to justice and effective remedy. Children are right holders fully entitled to these rights according to several international and regional frameworks (e.g. UNCRC, Aarhus Convention, ECHR, ACHR).[[102]](#footnote-102)
2. Despite the relevance of such information to the full exercise of their rights, available information rarely accounts for child-specific factors and is often beyond children’s reach.[[103]](#footnote-103)
1. CRIN's paper [*Access Denied: Protect children - end censorship*, https://archive.crin.org/sites/default/files/access\_to\_information\_final\_layout.pdf.](https://archive.crin.org/sites/default/files/access_to_information_final_layout.pdf) [↑](#footnote-ref-1)
2. Human Rights Council resolution A/HRC/RES/45/30, 13 October 2020, paragraph 9f, <https://undocs.org/Home/Mobile?FinalSymbol=A%2FHRC%2FRES%2F45%2F30&Language=E&DeviceType=Desktop&LangRequested=False>. [↑](#footnote-ref-2)
3. UNCRC, Article 17, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>. [↑](#footnote-ref-3)
4. Committee on the Rights of the Child, General Comment No. 26 on children’s rights and the environment, with a special focus on climate change, <https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC%2FC%2FGC%2F26&Lang=en>. [↑](#footnote-ref-4)
5. CRIN, Submission to the UN Committee on the Rights of the Child in advance of the 2016 Day of General Discussion on "Children’s rights and the environment" (2016), <https://archive.crin.org/en/library/publications/climate-change-crins-submission-ohchr.html>. [↑](#footnote-ref-5)
6. CRIN, *Children’s Access to Environmental Justice: Australia*, (2023), section II.C., https://home.crin.org/a2j-australia. [↑](#footnote-ref-6)
7. CRIN, *Children’s Access to Environmental Justice: Brazil*, (2022), section II.C., https://home.crin.org/a2j-brazil. [↑](#footnote-ref-7)
8. CRIN, *Children’s Access to Environmental Justice: Côte d’Ivoire*, (2022), section II.C., https://home.crin.org/a2j-cote-divoire. [↑](#footnote-ref-8)
9. CRIN, *Children’s Access to Environmental Justice: France*, (2022), section II.C., https://home.crin.org/a2j-france. [↑](#footnote-ref-9)
10. CRIN, *Children’s Access to Environmental Justice: Morocco*, (2022), section II.C., https://home.crin.org/a2j-morocco. [↑](#footnote-ref-10)
11. CRIN, *Children’s Access to Environmental Justice: Senegal*, (2023), section II.C., https://home.crin.org/a2j-reports-senegal. [↑](#footnote-ref-11)
12. CRIN, *Children’s Access to Environmental Justice: Switzerland*, (2022), Section II.C., https://home.crin.org/a2j-switzerland. [↑](#footnote-ref-12)
13. CRIN, *Children’s Access to Environmental Justice: Thailand*, (2022), section II.C., https://home.crin.org/a2j-thailand. [↑](#footnote-ref-13)
14. CRIN, *Children’s Access to Environmental Justice: Uruguay*, (2023), section II.C., https://home.crin.org/a2j-uruguay. [↑](#footnote-ref-14)
15. *Supra* note 5. [↑](#footnote-ref-15)
16. *Supra* note 4, para. 33. [↑](#footnote-ref-16)
17. *Ibid*. [↑](#footnote-ref-17)
18. See Q2 below. [↑](#footnote-ref-18)
19. William J Ripple et al., *The 2023 state of the climate report: Entering uncharted territory*, BioScience (2023), https://doi.org/10.1093/biosci/biad080; Secretariats of the Basel, Rotterdam, Stockholm Conventions (BRS), and the Minamata Convention on Mercury (MC), , Chemicals, Wastes and Climate Change: Interlinkages and Potential for Coordinated Action (2021), https://minamataconvention.org/en/resources/chemicals-wastes-and-climate-change-interlinkages-and-potential-coordinated-action; International Energy Agency, <https://www.iea.org/energy-system/industry/chemicals>; Friends of the Earth Germany BUND, Study Summary„ Blackbox Chemical Industry“ (2023), https://www.bund.net/fileadmin/user\_upload\_bund/publikationen/chemie/study-summary-blackbox-cemical-industry-bund.pdf. [↑](#footnote-ref-19)
20. OECD, Endocrine disrupting chemicals in freshwater: monitoring and regulating water quality (2023), https://www.oecd.org/environment/endocrine-disrupting-chemicals-in-freshwater-5696d960-en.htm. [↑](#footnote-ref-20)
21. See CRIN, Submission to the Special Rapporteur on Toxics on Pollution Information Portals and the right to know: Strengthening access to information on releases of hazardous substances” (22 March 2024), [https://static1.squarespace.com/static/5afadb22e17ba3eddf90c02f/t/660edb271aaf014030d395c4/1712249640200/CRIN\_SR+on+toxics\_Pollution+Information+Portals+and+the+right+to+know\_+Strengthening+access+to+information+on+releases+of+hazardous+substances.pdf](https://static1.squarespace.com/static/5afadb22e17ba3eddf90c02f/t/660edb271aaf014030d395c4/1712249640200/CRIN_SR%2Bon%2Btoxics_Pollution%2BInformation%2BPortals%2Band%2Bthe%2Bright%2Bto%2Bknow_%2BStrengthening%2Baccess%2Bto%2Binformation%2Bon%2Breleases%2Bof%2Bhazardous%2Bsubstances.pdf). [↑](#footnote-ref-21)
22. Statement of the Committee on the Rights of the Child on article 5 of the Convention on the Rights of the Child, para. 9, (11 October 2023), <https://www.ohchr.org/sites/default/files/documents/hrbodies/crc/statements/CRC-Article-5-statement.pdf>. [↑](#footnote-ref-22)
23. See CRIN’s Children’s Access to Environmental Justice project, <https://home.crin.org/a2j>. [↑](#footnote-ref-23)
24. See Gifu Prefectural Ordinance for the Protection and Development of Youths (Supreme Court of Japan Third Petty Bench judgement (19 September 1989). This case, although not related to environmental rights, considered access to information for children. The Court held that children’s rights to access information can be restricted as compared to adults because the full right to access information is designed to be provided to a person who has knowledge, information and an ability to filter the right information for themselves: (“the degree of the guarantee [of the freedom to know] for youths must be said to be lower compared to that for adults”). The Gifu case has been criticised by constitutional scholars, but the court has since upheld several other ordinances of a similar nature using the same logic (see IDA Atsuhiko, Constitution of Japan and the Youth: The Human Rights of Minors, (2022), <https://dl.ndl.go.jp/view/prepareDownload?itemId=info%3Andljp%2Fpid%2F12175475&contentNo=1>.). [↑](#footnote-ref-24)
25. CRIN, Children’s Access to Environmental Justice: South Africa, (2023), <https://home.crin.org/a2j-south-africa>. [↑](#footnote-ref-25)
26. *Supra* note 11, section IV. [↑](#footnote-ref-26)
27. CRIN, Children’s Access to Environmental Justice: Tanzania, (2023), section IV, <https://home.crin.org/a2j-tanzania>. [↑](#footnote-ref-27)
28. Article 4(1)(c) of the Children Act (2016): “every child shall have the right to access any information to which a parent, guardian or other person in authority deems critical to the child’s wellbeing.”, <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/104395/127307/F-171961747/UGA104395.pdf>. See CRIN, Children’s Access to Environmental Justice: Uganda, (2023), section IV, <https://home.crin.org/a2j-uganda>. [↑](#footnote-ref-28)
29. CRIN, *Children’s Access to Environmental Justice: Mexico*, (2023), section IV, [https://home.crin.org/a2j.](https://home.crin.org/a2j) [↑](#footnote-ref-29)
30. The Committee on the Rights of the Child has identified persistent obstacles to children gaining access to information, among which it identified poverty and illiteracy. The CRC stated that “children’s access to information and their right to freedom of expression remain insufficient”. CRC/C/Egy/3-4, [https://tbinternet.ohchr.org/\_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC/C/EGY/CO/3-4&Lang=En.](https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC/C/EGY/CO/3-4&Lang=En) [↑](#footnote-ref-30)
31. CRIN, *Children’s Access to Environmental Justice: Argentina*, (2022), section IV., <https://home.crin.org/a2j-argentina>. [↑](#footnote-ref-31)
32. CRIN, *Children’s Access to Environmental Justice: Brazil*, (2022), section IV, <https://home.crin.org/a2j-brazil>. [↑](#footnote-ref-32)
33. Supra note 30. [↑](#footnote-ref-33)
34. CRIN, *Children’s Access to Environmental Justice: France*, (2022), section IV, <https://home.crin.org/a2j-france>. [↑](#footnote-ref-34)
35. *Supra* note 10, section IV. [↑](#footnote-ref-35)
36. CRIN, *Children’s Access to Environmental Justice: Philippines*, (2022), section IV, <https://home.crin.org/a2j-philippines>. [↑](#footnote-ref-36)
37. *Supra* note 11, section IV. [↑](#footnote-ref-37)
38. *Supra* note 28, section IV. [↑](#footnote-ref-38)
39. *Supra* note 14, section IV. [↑](#footnote-ref-39)
40. *Supra* note 31. [↑](#footnote-ref-40)
41. CRIN, *Children’s Access to Environmental Justice: Australia*, (2023), section IV, <https://home.crin.org/a2j-australia>. [↑](#footnote-ref-41)
42. CRIN, *Children’s Access to Environmental Justice: Canada*, (2022), section IV, <https://home.crin.org/a2j-canada>. [↑](#footnote-ref-42)
43. *Supra* note 8, section IV. [↑](#footnote-ref-43)
44. *Supra* note 32. [↑](#footnote-ref-44)
45. Supra note 29. [↑](#footnote-ref-45)
46. Supra note 10, section IV. [↑](#footnote-ref-46)
47. CRIN, *Children’s Access to Environmental Justice: Sweden*, (2022), section IV, <https://home.crin.org/a2j-sweden>. [↑](#footnote-ref-47)
48. The National Chemicals Programme also seeks to guarantee that primary and secondary school education promotes an understanding of chemicals issues and risk management. See CRIN, *Children’s Access to Environmental Justice: Finland*, (2023), section IV, <https://home.crin.org/a2j-finland>. [↑](#footnote-ref-48)
49. CRIN, *Children’s Access to Environmental Justice: Belgium*, (2022), section IV, <https://home.crin.org/a2j-belgium>. [↑](#footnote-ref-49)
50. CRIN, *Children’s Access to Environmental Justice: New Zealand*, (2023), section IV, <https://home.crin.org/a2j-new-zealand>. [↑](#footnote-ref-50)
51. CRIN, *Children’s Access to Environmental Justice: Norway,* (2022), section IV, <https://home.crin.org/a2j-norway>. [↑](#footnote-ref-51)
52. *Supra* note 36. [↑](#footnote-ref-52)
53. *Supra* note 25, section IV. [↑](#footnote-ref-53)
54. *Supra* note 38. [↑](#footnote-ref-54)
55. *Supra* note 29, section IV. [↑](#footnote-ref-55)
56. *Supra* note 9, section IV. [↑](#footnote-ref-56)
57. *Supra* note 49. [↑](#footnote-ref-57)
58. *Supra* note 27, section IV. [↑](#footnote-ref-58)
59. *Supra* note 13, section IV. [↑](#footnote-ref-59)
60. See para. 11 above on environmental education. [↑](#footnote-ref-60)
61. *Supra* note 41, section I.F. [↑](#footnote-ref-61)
62. *Supra* note 49, section I.F. [↑](#footnote-ref-62)
63. *Supra* note 42, section I.F. [↑](#footnote-ref-63)
64. CRIN, *Children’s Access to Environmental Justice: Germany*, (2023), section I.F, <https://home.crin.org/a2j-germany>. [↑](#footnote-ref-64)
65. *Supra* note 29, section I.F. [↑](#footnote-ref-65)
66. *Supra* note 51, section I.F. [↑](#footnote-ref-66)
67. *Supra* note 11, section I.F. [↑](#footnote-ref-67)
68. CRIN, *Children’s Access to Environmental Justice: Spain*, (Forthcoming), section I.F, <https://home.crin.org/a2j-country-reports>. [↑](#footnote-ref-68)
69. *Supra* note 47, section I.F. [↑](#footnote-ref-69)
70. *Supra* note 12, section I.F. [↑](#footnote-ref-70)
71. *Supra* note 14, section I.F. [↑](#footnote-ref-71)
72. CRIN, *Children’s Access to Environmental Justice: United Kingdom*, (Forthcoming), section I.F, <https://home.crin.org/a2j-country-reports>. [↑](#footnote-ref-72)
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